

# Eastside Charter School



**School-Wide Plan  
Grades K – 8**

**2021 - 2022**

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CEO**

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# 1. Describe your vision and mission for meeting academic, career, and personal needs of students.

## Vision Statement

Our students will become strong leaders in their communities, living choice filled lives.

## Mission Statement

We strive to inspire our students to realize their vision for the future and ensure that they are equipped with the resources to achieve it. EastSide Charter School will provide students with high expectations, critical thinking, responsive and engaging instruction and the character skills that are necessary to succeed in the world of tomorrow.

## 2. a. List major needs you identified in your strategic planning.

- Student Behavior

Target Population: Students K-8
Needs: <b>Student Behavior:</b> Off task behavior in classroom and common areas; self-regulation, peer conflicts.
Input Method: Teacher feedback, student referrals, e-school and walk-through rubric
Root Causes: Inconsistent implementation of school wide systems and processes, Lack of applicable social and emotional skills.
Data: Deans, Culture and Climate Team Referrals and Suspension Data
Data Sources: E-School, Dean Caseloads Data Profiles, Mental Health Team Caseload Data.
Desired Program Outcomes: 10% reduction in suspensions; 80% implementation of School PBIS, Systems and processes with fidelity as indicated through Behavioral Data, Suspensions, Mentoring Program.

- Student Achievement

Target Population: Growth Targets -6-8 ELA and Math; 4 <sup>th</sup> grade ELA and Math; Kindergarten Math & ELA, Science K-8
Needs: <b>Student Achievement:</b> Growth Targets
Input Method: DTGSS Tracker; Data Profiles established with teaching staff and Instructional administrators.
Root Causes: Inconsistent standards based rigorous instruction; staff attrition; student and staff attendance.
Data: SBAC Proficiency Ratings: Increase to 15% Math and 25% ELA for FY23 from FY22 scores

Data Sources: Guided Reading Assessment (Fountas & Pinnell) and SBAC

Desired Program Outcomes: SBAC Proficiency scores on average of 53% in ELA and 41% in Math, Guided Reading: Scholars Reading on Grade Level at least 50%

- Professional Development

Target Population: All Staff

Needs: **Professional Development:** Schoology, Bookworms, Amplify and all other virtual platforms.

Input Method: PD data Tracker

Root Causes: Staff turnover rate and COVID-19 response

Data:

PD Surveys

We have maintained a 91% satisfaction rate on staff surveys for our Professional Developments throughout the year.

Data Sources: SBAC Scores, MAP Scores

Desired Program Outcomes: Increased SBAC Proficiency scores by 5% for both ELA and Math

- School Connectedness, Family Literacy, Family Engagement and Well-Being – Increase parental/family engagement

Target Population: Students, Family Members, including Parents, Caregivers, Siblings and other Stakeholders

Needs: **School Connectedness, Family Literacy, Family Engagement and Well-Being:** There will be an established Literacy night connected to a student performance and an exhibition/ (Theater and Arts and sports). This also allows the school to have forums set up to meet with potential agencies or collaboratives that assist in adult education, job skills and parenting skills.

Input Method : Staff and parent focus groups.

Root Causes: High concentration of extreme poverty; lack of mental health services, and outside wraparound supports for families

Data: Mental Health Team Data, E-School

Data Sources: Parent sign in sheets; Mental health team caseloads, Mentoring program caseloads.

Desired Program Outcomes: Increased parental engagement by 15% for academic conferences and student celebrations and intentional home visits. Intentional home visits occur with core team members monthly. Combined trimester conferencing with academic nights to increase attendance.

- School Connectedness, Communication - Staff Satisfaction

Target Population: Entire School Staff
Needs: <b>Connectedness, Communication</b> : Communication between Administration and Staff; Staff and School Scholars.
Input Method: Staff satisfaction survey data
Root Causes: Administration turnover, Staff turnover
Data: Survey results from staff. Focus groups with grade level chairs
Data Sources: Teacher survey
Desired Program Outcomes: Increased teacher satisfaction on teacher survey, implementation of communication accountability measures from staff focus groups

Target Population: Community Mentors, PD Stakeholders
Needs: <b>School Connectedness, Communication</b> : Increased awareness of student performance, students' cultural exposure
Input Method Community focus groups
Root Causes: Lack of transparency between school and community stakeholders for major decisions
Data: Stakeholder focus groups
Data Sources: Focus group results, trends
Desired Program Outcomes: Increase community support and awareness about the academic progress for students and the Eastside community

**2. b. Cite data used to identify the needs (Example: attendance data, race/ethnic, multicultural data, SES, drop-out suspension data, achievement data).**

Student Behavior

	3-year Identified Trends		
	SY18-19	SY19-20	SY20-21
Percent of students who miss 15+ days of school per year	37.68%	16.35%	59%
Percent of students with 10+ referrals this school year	20.14%	16.90%	0.00%
Percent of students with 5+ In-School Suspensions	11.14%	7.51%	0.45%
Percent of students with 1+ Out-of-School Suspension	23.93%	20.89%	1.11%
Percent of students expelled this school year	0.00%	0.00%	0.00%
Percentage of students in physical fights on school property	7.58%	6.57%	0.45%
Percentage of students who report being harassed or bullied	0.24%	0.00%	0.00%
Percentage of students who have been referred to law enforcement	0.00%	0.70%	0.00%

- Student Achievement- SBAC Proficiency and Growth

ESCS Math						ESCS ELA					
Grade	Proficiency			Cohort Growth		Grade	Proficiency			Cohort Growth	
	SY17	SY18	SY19	17->18	18->19		SY17	SY18	SY19	17->18	18->19
3	34%	20%	14%			3	13%	8%	13%		
4	34%	68%	27%	100%	35%	4	13%	35%	14%	169%	75%
5	15%	2%	10%	-94%	-85%	5	15%	12%	26%	-8%	-26%
6	12%	10%	3%	-33%	50%	6	12%	18%	13%	20%	8%

7	3%	10%	16%	-17%	60%	7	13%	23%	24%	92%	33%
8	8%	10%	19%	233%	90%	8	17%	28%	33%	115%	43%
Avg	18%	20%	15%			Avg	14%	21%	21%		

SBAC Scores not analyzed for 19-20 & 20-21 due to pandemic

**SBAC Scores 21-22**

Math	School	State	ELA	School	State
Overall	10%		Overall	21%	
3rd	14%	41%	3rd	10%	40%
4th	6%	35%	4th	6%	41%
5th	10%	29%	5th	27%	45%
6th	10%	27%	6th	28%	38%
7th	10%	27%	7th	25%	44%
8th	20%	24%	8th	36%	42%

**MAP Scores 21-22**

	Math Avg RIT	National Norm	ELA Avg RIT	National Norm
K	154.8	157.11	148	153.09
1	166	176.4	159.9	171.4
2	170.9	189.42	171	185.57
3	180.5	201.08	176.6	197.12
4	187.4	210.51	186.2	204.83
5	201	218.75	196.4	210.98
6	203.9	222.88	204.8	215.36
7	214	226.73	207.8	218.36
8	217.2	230.03	213.5	221.66

- Professional Development- TBD- Based on need.
- School Connectedness, Family Literacy, Family Engagement and Well-Being – N/A
- School Connectedness, Communication - Staff Satisfaction
- School Connectedness, Communication – Stakeholder’s engagement

**3. Describe staff and school needs that have been identified through your strategic planning efforts. Please reference data used to identify needs.**

Data is difficult to analyze compared to SY20 as Covid-19 canceled Spring tests. In SY22 we were coming out of the pandemic and there is no growth data as we had not tested all students for multiple years due to the pandemic. The leadership team spent time planning for structured improvement that can be implemented virtually and in person. We have invested in training and resources with Amplify, Book Worms, Edmentum, and numerous other curricula that we think will continue the progress from previous years. We have identified that our

students are on average 1.5 grade levels below in Math and Reading which has prompted us to change our approach. We have created a scope and sequence that allows students to master all of the content and standards that they are expected to be tested on for the state exam and overall grade level readiness. By covering the full curriculum, we are ensuring that students master the standards needed to be successful. In addition to the revamped curriculum we have also moved to giving our own full comprehensive assessments throughout the year. This allows us to target our learning tiers and Response to Intervention (RTI) hours to specifically meet the needs of all of our students through small group instruction.

#### **4. List your strategic goals that are related to your student and staff/school needs.**

##### **1. PD(Still in process)**

###### **Elementary Goals**

- Pacing of questions will be assessed using the Keys to Effective Classroom Instruction
- Measured - Classroom walkthroughs with ratings.
- 80% of staff will be rated “effective” in Component 2a. of TEF rubric
- Roll Out of Jan Richardson guided reading components to help with closing grade level reading gaps.
- 80% Utilizing RAACE during writing instruction
  - Restate & Answer Question
- Cite Evidence & Explain in writing and while reading

###### **Middle School Goals**

- 4/4 Grade Teams meet proficient on walkthrough template
- 75% of teachers will be proficient in objective-driven instruction and CFU strategy implementation

##### **Climate (Student Behavior)**

###### **Elementary Goals**

- 80% will master 100% as a tool of engagement for classroom instruction
- 80% utilize choral response and rule of thirds in classroom an engagement best practice
- 80% will utilize “show- call” to assist with students demonstrating proficiency with solving problems.

###### **Weekly Walkthrough Data**

- 75% proficiency on rubric categories
- Mid-year staff survey (question on professional responsibilities above “proficient”
- Staff will retain professional development materials for PD and reference during PLC. Topics of PLC will be derived from binder contents
- Discipline infractions range
- Level 1 – decrease 15%
- Level 2/3 – decrease 15%
- 95-100% teacher retention into 2017-2018 school year
- 90-95% Grade wide retention enrollment

- Routines and systems are approved by leadership team to supporting our academic initiatives
- Teachers will submit classroom systems guide which will be a part of the sub plans

#### Middle Goals

- School meets proficient on all four systems (staff, student, academic and behavior systems)
- 4/4 Grade Teams meet proficient on tracking form with regard to student mastery and learning
- The EastSide point system (a school culture system) will be consistently implemented amongst each grade team
- The school will reach proficiency on the school-wide culture rubric in all four areas that determine an effective learning culture.
- Teams meeting to discuss student work data to ensure weekly mastery of standards.

#### Student Achievement

##### Elementary Goals

- 90-100% will teach and eliminate down-time
- 75% of staff will be rated “effective” in Component 1 of DTGSS rubric
- 65% of Students are growing 15+ points on Amplify Summative Assessments (2-4)
- 60% of students are performing proficiently on SBAC in ELA and Math (3-8)
- 45% of students are performing proficiently on DCAS (4) in Sci/SS)
- 60% of K proficient
- 95% of students will be on pace for next grade level

##### Middle Goals

- 75% of teachers will be handing in proficient objective Mastery lesson plans
  - Teams meet in their subject planning meetings to discuss the objectives and review learning gaps.
- 75% of teachers will score proficient on walkthrough form; this form provides data on teaching excellence framework.

## 5. Describe your strategic planning process.

In order to meet the above goals, the leadership and academic support teams will use a combination of actual data from student assessments, rubrics and walkthroughs. Walkthroughs and environmental scans provide a big picture view of our academic culture and school wide culture. With the potential for us being in a virtual setting this year we are developing other methods for our climate team to track and support students who are struggling from home. Walkthroughs may occur virtually in more non-traditional routes such as teacher and student check-in calls with Dean. Following the walkthrough, the leadership team will then identify the gaps and compare those to actual data (referrals, student scores) to see if there is a correlation that needs to be addressed. As a team, we will discuss data (leadership and teachers, climate) to create goals/target areas. Once our plan is finalized we will review the plan with teachers, staff and parents to get their feedback and implement, if needed. Teachers will participate in weekly planning meetings to devise an instructional plan for the upcoming week focusing on response to intervention and differentiated instruction. A planning cycle schedule will be provided to teachers in google documents. During grade level data meetings teachers will review writing samples using an appropriate rubric. A professional



development will be provided for teachers and staff to decrease infractions, increase student engagement and support efficient classroom management: Unconditional Positive Regard, Classroom Ecology, Teach-To, Self-Control, and Refocus. This professional development supports PBIS and restorative practices. Teachers will use researched based strategies such as Bookworms and Amplify ELA to provide supplemental and differentiated activities to close reading gaps. Teachers will use Engage NY for Math.

**6. Describe your parent involvement policy and family compact. Attach a copy of the documents to this plan.**

See attached. (Appendix A and B)

**7. Describe the staff development planned for staff.**

See attached (Appendix C) staff professional development schedules. In addition, we schedule an additional 5 professional days for staff throughout the school year.

**8. Describe how your strategic plan will be evaluated and reported to families and other audiences.**

The school will notify families of the board meeting data and when the results of the strategic plan will be shared. Families are welcome to attend or may request a time to speak with school leadership about specific aspects of the plan.

**The following data will be presented at the end of year board meeting and all families and staff will be invited to attend. Families may request a meeting with leadership to review the data if they cannot attend this meeting.**

- Description of the procedure that will be used to communicate student assessment results to families.
- Description of how data will be disaggregated and displayed for ease of understanding.
- Description of how statistically sound results will be attained and the manner in which this data will be communicated to the public so that it may be easily understood.
- The method of reporting evaluations of our plan to parents and other audiences.

Goal: 10% Reduction in Suspensions and 80% implementation of School PBS System

Focus Area	End of Year Measures	Target	Aug-Jan	Feb-June	Funding
Reduction in Suspensions per year compared to SY19	Suspension Data input in PowerSchool pulled via Cognos Reports	Suspension being down 10% compared to SY19 as SY20 data is incomplete due to Covid-19	10% reduction from previous year.	25% reduction from previous year.	Local/State: No additional cost outside of salaries for leaders providing support and teachers.
PBS Implementation System	Suspension and referral Data	80% of climate and staff members successfully implement the School's PBS System	10% reduction from previous year.	25% reduction from previous year.	Local/State: No additional cost outside of salaries for leaders providing support and teachers.

Goal: Rising 6<sup>th</sup> graders for ELA and Math. Increase the number of students making growth goal by 11 individuals.

Focus Area	End of Year Measures	Target	Aug-Jan	Feb-June	Funding
Focused Instructional Blocks: Urgency and Pacing	<p>-Lesson pacing and question strategies will be assessed in relation to scope and sequence as well as the TEF rubric;</p> <p>-Regular classroom walkthroughs in the middle school; and</p> <p>-75% of related staff will score "effective" in category 2a on the TEF rubric by EOY</p>	Instructional personnel	<p>All teachers will be required to attend PDs regarding: Urgency Pacing Scope and sequence lesson planning</p> <p>Teachers will receive targeted coaching regarding instruction and lesson planning weekly.</p>	Additional PDs will be offered to teachers and targeted based on performance and needs.	Local/State: No additional cost outside of salaries for leaders providing support and teachers.

Student performance	SBAC data will reveal that students in the 2018-2019 6 <sup>th</sup> grade year have achieved growth by at least 11 individuals;	2018-2019 6 <sup>th</sup> graders	Students will take regular assessments using the MAP testing. Students will received Response to Instruction courses for 45 minutes per day, Monday – Thursday.	Local/State: No additional cost outside of usual curriculum.
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Goal: 50% of student in 4<sup>th</sup> Grade will meet their growth in ELA and math.

Focus Area	End of Year Measures	Target	Aug-Jan	Feb-June	Funding
Targeted Instruction and Program Fidelity: FNP	-50% of students in 4th grade will be considered “on grade” by the end of the year;  - SBAC data for 4th grade will reveal 50% or more meet their growth goal	2018-2019 4 <sup>th</sup> Graders	Students will be assessed using the MAP test as well as the FNP BAS assessment regularly.  Students will be placed in appropriate grouping dependent on level.  Students requiring more work to achieve their level of proficiency will receive more GR.  2 days of ELA RTI for all 4 <sup>th</sup> graders.	Students will be assessed using the MAP test as well as the FNP BAS assessment regularly.  Students will be placed in appropriate grouping dependent on level.  Students requiring more work to achieve their level of proficiency will receive more GR.  2 days of ELA RTI for all 4 <sup>th</sup> graders.	Local/State: No additional cost outside of salaries for leaders providing support and teachers.
Instructional Personnel PD	- Teachers will be able to considered “proficient” at recording a running record. -Quick walk through observations regarding program fidelity.	Instructional Personnel	Teachers will received PD regarding how to conduct a GR lesson.  Teachers will receive additional one-on-one coaching when and if it becomes apparent to coaches that they need it.		Local/State: No additional cost outside of salaries for leaders providing support and teachers.

Goal: In 7<sup>th</sup> increase Math proficiency by 50% and ELA proficiency by 50%; In 8<sup>th</sup> increase Math proficiency by 50% and ELA proficiency by 80%.

Focus Area	End of Year Measures	Target	Aug-Jan	Feb-June	Funding
Instructional Focus: 7 <sup>th</sup> ELA & Math; 8 <sup>th</sup> ELA & Math	-Lesson pacing and question strategies will be assessed in relation to scope and sequence as well as the TEF rubric; -Use of RTI is data-driven on a weekly basis; -Regular classroom walkthroughs in the middle school; and -50% of related staff will score “effective” in category 2a on the TEF rubric by EOY	Instructional Personnel	Math teachers will be required to attend PDs regarding: Scope and sequence lesson planning Progressions Math and connections  ELA teachers will be required attend PDs regarding: Identifying theme/claim Writing structures Novel studies  RTI will be collaboratively designed to support students with remedial support  Teachers will receive targeted coaching regarding instruction and lesson planning weekly.		Local/State: No additional cost outside of salaries for leaders providing support and teachers.

Goal: Teacher Satisfaction of 80% or higher

Focus Area	End of Year Measures	Target	Aug-Jan	Feb-June	Funding
Teacher Satisfaction	80% of our teachers will rate their overall satisfaction of the school has	5% increase in staff retention	Collect qualitative data via surveys and check-ins to gauge staff morale.  Discuss trends with leadership to see if areas of success and growth are individual or trends across the school	Share data from first half of the year about the schools successes and areas of growth. Share leadership’s plan to help address staff needs to improve over the 2nd half of the year.	Local/State: No additional cost outside of salaries for leaders providing support to teachers.

Goal: Increase Stakeholder Satisfaction

Focus Area	End of Year Measures	Target	Aug-Jan	Feb-June	Funding
Stakeholder Satisfaction	Increase of 10% amount based on teacher satisfaction surveys compared to FY2020	5% increase in staff retention	<p>Leadership will review feedback from families and students submitted formally and informally during regular communications, social media, parent conferences and emails.</p> <p>Ask for family feedback mid-year via a satisfaction survey.</p>	Share data from first half of the year about the school's successes and areas of growth. Share leadership's plan to help address stakeholder concerns and ways to improve upon them in the 2nd half of the year.	Local/State: No additional cost outside of salaries for leaders providing support and feedback with stakeholders.

## **EXHIBIT A: Parental Involvement Policy**

### **Parent Involvement Policy**

#### **Goal**

We are dedicated to supporting the academic and social development of our students and aim to involve their families and our community in the learning process of each of our students. We believe that parent investment and involvement with our school is paramount to the success of our school and the growth of our students. We aim to involve our parents in a meaningful way through a productive partnership that promotes the best possible education for our students.

Parent involvement activities are integrated into our school model. The Eastside version of those core elements are explained below.

#### Regular Communication with Parents

In order to build consistent and effective communication between the home and the school and to communicate effectively and in a timely manner with parents, regular communication will include the following:

Academic Calendar	Weekly Parent Bulletins
Special Event/Reminder Notices	Interim Progress Reports and Report Cards
2 required Parent-Teacher Conferences	Family Academic Nights
School/ Grade Meetings Assemblies (Parents Invited)	Vision Contracts
Annual Title 1 Meeting	Individualized phone calls and invitations from teachers to parents

Additionally, parents will be involved in annually reviewing the Parental Involvement Policy, the School Parent Compact, and other parent notices through our parent groups and their meetings. All associated materials are distributed to parents and made available through our main office.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, ESCS will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents

#### Title 1 Parent Meetings

ESCS will hold an annual Title I meeting with parents to inform them of the school's participation in the program and to explain its requirements and parents' right to be involved. Parents will be notified via school bulletin and school blasts. The meeting will be held after school in an attempt to accommodate the work schedules of our families. Parents will be encouraged to help organize, plan, and review the Title I programs for improvement purposes consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

If the school's plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of ESCS the school will submit any parent comments with the plan when the school submits the plan to the Delaware Department of Education.

The school will conduct an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the school including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). ESCS will use the findings of the evaluation to design strategies for more effective parental involvement. If necessary, the school will revise the parent policy based on these evaluations. The review of the parental involvement plan will be accomplished through the following:

- Parent group meetings
- Distribution of the school's parental involvement plan for comment via parent bulletin

- Copies will be made available at the school upon request and will be offered in languages that are suitable for our population (if necessary).
- Annual Title 1 meeting where parents will be given the opportunity to provide feedback

### Parent Meetings

These are opportunities to help parents understand how to support their children's academic efforts & social development. They provide parents with techniques and strategies that they may utilize to improve their child's academic success and to assist their children in learning at home. The school will offer flexible meeting times for parents in order to accommodate schedules of all families.

Eastside Charter School (ESCS) will provide professional development to assist the teachers, staff and leadership team on how to communicate with, and work with parents as equal partners.

### Homework

Homework is assigned to every student (4 -5 times per week) including short and long holiday breaks. Homework serves a number of purposes: to practice and extend classroom learning, to develop responsibility and work habits, and to provide parents and opportunity to interact with their children and their education. Parents can support the school and their child's success by helping with homework in the following ways:

- Provide a consistent, silent, and uninterrupted environment (free from TV, phone family noise, games, etc.) for your child to complete his/her homework each night.
- Make sure your child completes their homework every night checking for completion not accuracy, and encouraging your child to ask for help, then providing such support in an appropriate way.
- Help your child get organized. Remind him/her to bring home the necessary materials: binder, pencils, paper, etc.
- Show genuine interest in what your child does at school.
- Contact the teacher if your child has difficulty understanding an assignment.

### Citizenship and Student Behavior

- Students are to display good character in the cafeteria, on the playground, on the bus, and in the classroom.
- Staff and parents should work together to help children understand the meaning and importance of good character. Specific rights, rules and responsibilities regarding student behavior are detailed in the Student Code of Conduct. Each student is provided a link to the student handbook online or may request a physical copy.

### Visitations

Our school welcomes any parent who wishes to visit our school to volunteer or support following the guidelines as listed below:

- Schedule your visit with a school leader and classroom teacher at least 24 hours in advance
- The day you visit, stop by the office to sign in as a visitor and receive a visitor's badge.
- Accept the escort of a member of the leadership and/or climate team during your visit
- When in the classroom, do not engage the teacher in conversation that would prevent her/him from supervising and interacting with the students.

### Parent Participation

Parents are urged to get involved with the parent working group (PWG), to help volunteer in school activities and support school events.

Notices about meetings and of the activities listed below will be sent home regularly. Parents wishing to participate may contact the school office to volunteer or can normally just show up at the announced time and place.

- Board Member, Parent Representative
- PWG
- Success Plan Team: Meet with leaders and teachers to help devise annual school improvement plan
- Family Academic Nights
- Winter & Spring Programs
- Art Fair/Talent Show
- School Site Activities

- School/Classroom Volunteer

#### Telephone Communication

We encourage communication between parents and teachers. However, because of their teaching responsibilities, teachers will not be available to answer calls during instructional hours; (7:15 am – 3:20 pm). If you would like to talk with the teacher about your child, we will connect you to their voicemail, and you will receive a callback from the teacher when his/her teaching responsibilities are concluded. Parents are also encouraged to e-mail teachers at: first initial of teacher's first name, teacher's last name followed by @escs.k12.de.us (example: alex.smith@escs.k12.de.us)



## Appendix B: Compact/Vision Contract

### TEACHER'S COMMITMENT:

I fully commit to Eastside Charter school (ESCS) in the following ways:

- 1.) I will arrive at ESCS every day by 8:30 am.
- 2.) I will remain at ESCS until the end of each school day.
- 3.) I will always teach in the best way I know how and I will do **whatever it takes** for my students to learn. This means I will prepare incredible lessons and assessments in advance, give feedback in a timely manner, and work productively with my team.
- 4.) I will always make myself available to students, parents, and any concerns they might have during school hours and I will return all correspondence within one school day.
- 5.) I will always do my best to make sure my students and parents feel valued and respected.
- 6.) I will always think highly of my students, speak to them in a positive way and give feedback in a constructive manner.
- 7.) I will always protect the safety, interests, and rights of all individuals in my classroom.
- 8.) I will always act, behave and think in the best manner to ensure that my students can accomplish their vision.

*Failure to adhere to these commitments can lead to my removal from Eastside Charter School.*

X \_\_\_\_\_

### SCHOOL'S COMMITMENT:

In addition to the teacher's commitments, as the school leader I also commit to Eastside Charter School in the following ways:

- 1.) I will coach, support and train our teachers in the best way I know how and I will do **whatever it takes** to make them the best educators possible. I will work with them to ensure lessons and instruction are high quality for all students, regardless of their level.
- 2.) I will ensure that the learning environment in our school is conducive to all students' academic achievement.

*Failure to adhere to these commitments can lead to my removal from Eastside Charter School*

X \_\_\_\_\_

### PARENTS'/GUARDIANS' COMMITMENT:

I fully commit to Eastside Charter School in the following ways:

- 1.) I will make sure my child arrives at ESCS or their bus stop in time to be in his/her classroom seat by 7:30 am..
- 2.) I will make arrangements so my child can remain at ESCS for the full school day.
- 3.) I will always help my child in the best way I know how and I will do **whatever it takes** for him/her to learn.
- 4.) I will always make myself available to my child, the school, and any concerns they might have.
- 5.) I will allow and encourage my child to go on ESCS field trips.
- 6.) I will make sure my child comes to school in uniform every day and follows the student code of conduct. If my child is going to be absent, I will call the main office in the morning.
- 7.) I will attend three Vision Plan meetings during the school year with my child's advisor. I will take ownership for my child's data by looking at E-School regularly, and reaching out proactively to teachers when I have questions or concerns. I will also make arrangements to attend all individual or small group meetings that the school requests of me.
- 8.) I understand that my child must follow the ESCS rules so as to protect the safety, interests, and rights of all individuals in the classroom, school bus and on any school activity. I, not the school, am responsible for the behavior and actions of my child.
- 9.) I will always act, behave and think in the best manner so that my child can accomplish their vision.

*Failure to adhere to these commitments can cause my child to lose various privileges at Eastside Charter School and can lead to my child attending a different school.*

X \_\_\_\_\_

### STUDENT'S COMMITMENT:

I fully commit to Eastside Charter School in the following ways:

- 1.) I will be in my classroom seat every day by 8:30 am. I will be in all of my classes throughout the day on time, be fully engaged and ready to learn.
- 2.) I will remain at ESCS for the full school day and I will reach out if I need extra help.
- 3.) I will always work, think, and behave in the best way I know how and I will do **whatever it takes** for me and my fellow students to learn. This also means that I will complete all my homework every night, I will raise my hand and ask questions in class if I do not understand something.
- 4.) I will always make myself available to my parents, teachers, and peers and any concerns they might have. If I make a mistake, this means I will tell the truth and accept responsibility for my actions.
- 5.) I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom, school bus and on any school activity. This also means that I will accept feedback and give everyone my respect.
- 6.) I will come to school in uniform every day and follow the student code of conduct.
- 7.) I am responsible for my own behavior and I will follow all the teachers' directions.

8.) I will always act, behave and think in the best manner so as to accomplish my vision.

*Failure to adhere to these commitments can cause me to lose various privileges at Eastside Charter School and can lead to me attending a different school.*

X\_\_\_\_\_

## EXHIBIT C: Staff Development Plan

Google Link to PD Plan

<https://docs.google.com/spreadsheets/d/13VyC0NMIK-q5qjMUPs52QRcy4BXEJ2OJ9iK8T-eNDI4/edit#gid=1320182316>